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ABSTRACT

The University of Wisconsin-Whitewater's Learning Disability Residency Program is an interagency field-oriented teacher training program designed to meet the immediate and growing need for Learning Disabilities teachers in the state of Wisconsin. The specific objectives of the program include the following: (a) to provide a clinical year of selected and controlled field experiences for the Learning Disabilities resident under the guidance of a qualified Learning Disabilities teacher in a local school and under a university supervisor whose specialty is Learning Disabilities Teacher Education; (b) to develop a model for a full-year residency for teacher education; (c) to provide observations, conferences, team planning, and seminars for the resident; (d) to provide meaningful inservice opportunities for the resident, cooperating teacher, and local education agency supervisors of Learning Disabilities programs; (d) to provide maximum opportunity to operationalize classroom learning from the Learning Disabilities course work. The Wisconsin State Department of Public Instruction, the local schools, and the Wisconsin Improvement Program are cooperating with the university in financial support of the program. Evaluation of the residency program is incomplete at present but indications are encouraging. (Author/JA)

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University of Wisconsin-Whitewater

The Cooperative Residency Program in Learning Disabilities

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PART I

SUMMARY

The University of Wisconsin-Whitewater's Learning Disability Residency Program is an inter-agency field-oriented teacher training project designed to meet the immediate and growing need for Learning Disabilities teachers in the state of Wisconsin.

The specific objectives of the program are:

1. To provide a clinical year of selected and controlled field experiences for the Learning Disabilities resident under the guidance of a qualified Learning Disabilities teacher in a local school and a University Supervisor whose specialty is Learning Disabilities Teacher Education.
2. To develop a model for a full-year residency for teacher education.
3. To provide the highest qualified teacher education candidate for the profession as a Learning Disabilities teacher.
4. To provide observations, conferences, team planning, and seminars to guide the resident throughout the full-year residency in preparation for the role of a Learning Disabilities teacher within the multi-disciplinary team of a local school.
5. To provide meaningful in-service opportunities for the resident, cooperating teacher, and Local Education Agency supervisors of Learning Disabilities Programs.
6. To provide maximum opportunity to operationalize classroom learning from the Learning Disabilities course work.

The residents experience (1) university course work that is directly related to Learning Disabilities classroom teaching; (2) a full academic year of supervised relevant field experiences with Learning Disabled children and (3) a series of correlated in-service training programs designed to meet their needs as well as those of the supervisory staff of the local schools.

The Wisconsin State Department of Public Instruction, the local schools, and the Wisconsin Improvement Program are cooperating with the University in financial support of the program.

Evaluation of the residency program is difficult at present, but indications are encouraging for the training of Learning Disabilities teachers, for the in-service possibilities, and for the development of a residency program in other academic areas training teachers.

PART II

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

The full-year Learning Disabilities Residency Program has been developed as a cooperative effort between the public schools of Milwaukee, Racine, Wauwatosa, and Walworth County, Wisconsin, the College of Education at the University of Wisconsin-Whitewater, the Wisconsin Improvement Program, which is a consortium of teacher education institutions, public schools of Wisconsin, Illinois, Iowa, and Minnesota, and the Wisconsin Department of Public Instruction.

The program features the following procedures:

1. Residents are selected from voluntary applications submitted by graduating seniors or graduate students majoring in Elementary Education, Secondary Education, Communicative Disorders, or Special Education, who are interested in becoming Learning Disabilities teachers.

2. After careful screening, the residents are assigned for placement interviews in schools requesting residents. Final placements are in schools with qualified Learning Disabilities cooperating teachers who have been recommended by their local supervisors and are evaluated by the Special Education faculty of the University of Wisconsin-Whitewater.
3. During the summer preceding the residency, the resident enrolls in special University courses which provide the necessary preclinical training as well as qualifying each candidate for a one-year provisional teaching certificate issued by the State Department of Public Instruction.
4. The Learning Disability Resident assumes 60-70 percent of a teacher load in an assigned school for the entire school year and uses the remaining 30-40 percent of a teacher load for planning, evaluating, and observing within the Learning Disabilities teaching team.

OBJECTIVES

The primary objectives of the full-year Learning Disabilities Residency are:

1. To serve University students, schools, the Special Education Department, the Wisconsin Improvement Program and the Department of Public Instruction in meeting the educational needs of children in Wisconsin.
2. To develop a model for a full-year residency in other areas of specialization within teacher education.

Specific objectives are:

1. To provide selected and controlled field experiences for the Learning Disabilities resident during the clinical year under the guidance of a qualified Learning Disabilities teacher in a local school system and

a University Supervisor whose specialty is Learning Disabilities Teacher Education.

2. To provide observations, conferences, team planning meetings, and seminars to guide the resident throughout the full-year residency in preparation for the role as a professionally certified Learning Disabilities teacher.
3. To provide meaningful and interesting in-service opportunities for the resident, cooperating teacher, and Local Education Agency supervisors of Learning Disabilities Programs.
4. To provide the maximum opportunity to operationalize the classroom learnings from the Learning Disabilities course work.
5. To provide the highest qualified teacher education candidate for entry into the profession as a Learning Disabilities teacher.
6. To provide opportunities for members of the professional team to participate in the final certification of the teacher candidate.

CONTRIBUTIONS TO THE IMPROVEMENT OF TEACHER EDUCATION

This full-year teacher residency program provides:

1. A screening process for the selection of superior quality teacher candidates.
2. An opportunity for all elements of education--University faculty and staff, faculties and students of the participating schools, the State Department of Public Instruction, and the Wisconsin Improvement Program--(a) to cooperatively work toward the needs of education, and (b) to create a partnership to train and certify new members of the profession.
3. A realistic experience of extended duration (one full academic year) to provide opportunities for diagnosis of Learning Disabilities by the

resident under the guidance of an experienced teacher and multi-disciplinary team of consultants to determine effectiveness of the prescribed remediation procedures.

4. A meaningful in-service experience for teachers and residents in the public schools established according to the needs of the participants.

PERSONNEL

The Learning Disabilities Residency Program personnel come from:

1. University of Wisconsin-Whitewater Special Education Department faculty;
2. Local school faculty and administration:
3. Wisconsin Improvement Program.

At the present time four University personnel are involved on a part-time basis. The load would be considered as 1.50 to 2.00 full time positions according to current University policies.

There are ten local school faculty members acting as local cooperating teachers for the six residents as well as five local school administrators of Special Education programs plus six building principals. Of these seventeen faculty working with the six residents, ten are directly connected to the Learning Disabilities classrooms situation through supervision, team teaching, or through University course work.

In addition, there is support staff of the Wisconsin Improvement Program which assists in administrative assignments and provides in-service programs as requested and needed by the participants.

BUDGET

The cost of the operation of this program is assumed by the University of Wisconsin-Whitewater, the local schools, and the Wisconsin Improvement Program. The University provides the faculty for the course work and the supervisory functions. The local schools provide the salary of $5,000 for the resident plus $400 per

resident for in-service monies for the members of the Learning Disabilities team. Because each resident qualifies for a one-year provisional teaching license, the Wisconsin Department of Public Instruction reimburses the local school for 70 percent of the resident's salary. The Wisconsin Improvement Program provides additional funds for the in-service programs as well as administrative costs.

EVALUATION

The first evaluation of the residency program was completed approximately sixty days after the residents assumed teaching responsibilities. The findings indicated (1) that all participants are satisfied with the program; (2) that the residents should possess more skills in the diagnosis of Learning Disabilities; and (3) that the cooperating teachers who participated in the design and selection of the residents had a more realistic expectation of the program than the non-participants.

Steps have been taken to initiate six field in-service training programs to facilitate the development of diagnostic skills in the residents.

APPENDIX A

LEARNING DISABILITIES RESIDENCY PROGRAM

LEARNING DISABILITIES RESIDENCY PROGRAM

Sponsored By The
Wisconsin Improvement Program (WIP)
and the
Department of Special Education
University of Wisconsin-Whitewater

With the increased demands for Learning Disabilities teachers caused by the impact of Chapter 89, we are pleased to announce a pilot program to train "inexperienced" teachers (less than two years experience or recent graduates) to become Learning Disabilities teachers.

Starting in the Summer of 1974, a select group of candidates will receive nine additional credits in Learning Disabilities which will be cumulative to provide sufficient course work to make them eligible for a one year temporary license in Learning Disabilities. After the summer course work, these candidates will complete a full year of residence in a public school under the supervision of a certified and experienced Learning Disabilities teacher and a University Supervisor. The residency will provide a systematic base of experiences to complement their basic course work through valuable "on the job" activities.

The Resident will be appointed to the school district staff at an annual salary of $5,000. Each Residency will assume a staffing factor of between 60% and 70% which implies flexibility for teaching, planning, preparation, observation and evaluation.

The Residency approach is an experimental alternative since the UW-Whitewater Learning Disabilities Program requires two years of experience as a prerequisite to meet the role demands of being a teacher consultant as well as teacher of children. We anticipate that a year of largely structured training activities, experiences with children, and cooperative activities with a certified Learning Disabilities teacher should provide a qualitative alternative to two years of prior experience.

If you are interested in learning more about the Learning Disabilities Residency Program, contact Dr. Leonard Varah, Campus Coordinator, Office of Student Teaching & Interning, University of Wisconsin-Whitewater.

WISCONSIN IMPROVEMENT PROGRAM

Learning Disabilities Residency Program
Department of Special Education
University of Wisconsin-Whitewater
George Mischio and David Franks, Co-coordinators

Administrative Guidelines

I. Resident Selection

A. Prerequisites

1. Bachelor's Degree in Special Education, Communicative Disorders, and/or Elementary Education

2. Completion of a successful undergraduate student teaching experience or equivalent clinical teaching experience.

3. Recreational, camping or other experiences with children.

4. Grade point average of 2.75 or above in their major field of study.

5. Completion of the following background courses as prerequisites:

   a. 36205/721 Exceptional Children
   b. 36464/664 Learning and Language Disorders
   c. 36356/556 Introduction to Mental Retardation
      or
      Introduction to the Emotionally Disturbed

6. Commitment to teach learning disabled children.

7. Commitment to complete a year residency in a public school setting.

B. Screening

1. Students should have an orientation conference with a Learning Disabilities faculty member to explain the residency program requirements and regulations. Interested applicants should complete a Teacher Resident Application Form which includes the following letters of recommendation:

   a. one from the coordinator of the student's volunteer experiences attesting to the candidate's ability to work with children;
   b. one from a faculty member in the student's major area of study attesting to the student's scholarship; and
   c. one from another adult attesting to the individual's moral character.

2. A Residency Selection Committee will review the candidate's application; letters of recommendation; the academic record transcripts; the student's teaching evaluations; and other criteria deemed necessary (e.g., a letter of recommendation from the local supervisor if the candidate is presently teaching). The Selection Committee may also elect to interview the candidate. Membership on the Selection Committee shall include representation from the Learning Disabilities Program, the Department of Special Education, the Office of Student Teaching and the student's major area of study.

3. The Selection Committe shall make a final selection of residents for the following school year.

4. The Residents selected will be notified of placement locations and should visit the local district to be interviewed by the appropriate administrative personnel.

5. No placement will be approved until the local district and University personnel reach agreement upon the appropriateness of the placement based upon the candidate's qualifications and the experience and competence of the cooperating LD teacher.

II. Placement

A. The Wisconsin Improvement Program office at 117 Education Building, Madison, Wisconsin 53706 will inform local districts of the existence of the LD Residency Program and provide the necessary forms and information.

B. Local districts requesting a resident shall provide the following resources:

1. A fully certified experienced LD cooperating teacher to supervise and to assist the UW-Whitewater faculty in the training of the LD Resident.

2. Salary of $5,000 for each Resident for the academic year with $400 for in-service support.

3. Residents will be assigned according to their levels of experience:

a.	Non-experienced (No prior teaching experience)	60% staffing factor 40% training, team teaching, evaluation, planning and observation (supportive experiences in becoming a teacher) 0-100% flexibility
b.	Experienced (One or more years of teaching experience)	70% staffing factor 30% training, team teaching, evaluation planning & observation (supportive experiences in becoming a teacher)

III. University Responsibilities

A. Provide orientation, advisement, and selection procedures for Residents.

B. Coordinate placement through Wisconsin Improvement Program Office.

C. Provide a University Supervisor with expertise in Learning Disabilities for the entire academic year.

D. Provide in-service training for the cooperating teachers through WIP and the Department of Special Education.

E. Provide academic credit for the Residency:*

Fall: 3 Credits - 36725 Field Work with Exceptional Children - Learning Disabilities

3 Credits - 36690 Workshop in Clinical Teaching of the Learning Disabled

Spring: 6 Credits- 36781 Practicum in Learning Disabilities

*Credits will be awarded upon the satisfactory completion of the full year Residency Program. Grading will be based upon a satisfactory or an unsatisfactory grade derived from the judgments of the cooperating teacher and University Supervisor after consultation with appropriate district staff.

IV. District Responsibility

A. Provide a certified, experienced, and highly recommended LD teacher to serve as a cooperating teacher.

B. Provide a classroom setting with learning disabled children.

C. Provide $5,000 salary for Resident (70% reimbursement through DPI) and $400 for in-service--$200 broad based programs administered by WIP and $200 local programs.

D. Provide opportunities for cooperative planning, observation and evaluation (e.g., supervising teacher, psychologists, speech clinics and residence).

V. Resident Responsibility

A. Distribution of Time

1. The flexibility of the Resident's teaching time is from 0-100% depending upon team decisions. The staffing factor (60% to 70%) is the fiscal referent and can be calculated on the basis of hours or size of the case load through agreement between the local district, Resident, and the University Supervisor. The Resident is present each school day each week for the year and the actual programming of

teaching and learning should be flexible. The time should be devoted to teaching, in-service training, evlauation, observation, preparation, team teaching and other training activities.

B. The responsibility and functions of the Resident should be reviewed by the Resident, University Supervisor and Cooperating Teacher on at least a monthly basis or more frequently if the circumstances demand more frequent evaluations.

C. Required Activities

1. Teaching experiences

a. Maintain a case load or group of students in a self-contained room (N=8) or resource room (N=15) or whatever present state standards specify.

b. Provide diagnostic, remedial and prescriptive programming services to the school district.

c. Participate in multi-disciplinary team screening, planning, staffing, and other type of activities.

d. Function as a teacher consultant by:

1. Providing resources and program assistance.
2. Assit or develop in-service training programs for teachers, administrators and/or parent groups.
3. Follow-up on implementation of recommendations of the Multi-disciplinary Team.
4. Work on selected assignments such as demonstration lessons, language or motor activities for specific grade levels.

2. Training Experiences

a. Participate in school based in-service activities.

b. Participate in campus (UW-Whitewater) based in-service activities during summer and school year.

c. Participate in evaluation activities:

1. Self-assessment
2. Resident and cooperating teacher
3. Resident, cooperating teacher, University supervisor
4. Resident, cooperating teacher, University supervisor and Building Principal or appropriate supervisory personnel
5. Other possible combinations

d. Participate in observation activities.

e. Participate in group planning sessions involving team teacher or other methods of instruction.

f. Participate in group instructional or diagnostic procedures:
1. screening programs
2. multiple-disciplinary conferences (pre-staffing sessions)

g. Participate in parent group meetings.

VI. Experiences of Residency

The cumulative effects of the graduate training residency experiences, in-service training, consultation will result in the attainment of the following behavioral objectives:

A. Diagnosis
The Resident will be able to:

1. Provide, analyze and write up a complete educational evaluation
2. Assist in planning and conducting screening programs
3. Serve as a diagnostic resource person for the MDT analysis of learning disabled children
4. Identify and employ various intellectual, academic and process tests and informal measures

B. Remediation
The Resident will be able to:

1. Convert an educational evaluation into a remedial prescription including task and concept analysis, behavioral objectives; sequence of activities, strategies, resources and further evaluation
2. Conduct one to one, small group and large group remediation sessions
3. Conduct demonstration lessons to LD students within regular classrooms to aid regualr educators
4. Learn the scope and sequence of academic skills from grades K-12 in the major academic areas
5. Identify major text books, workbooks, media package and other educational resources from grades K-12
6. Learn the scope and sequence of "psychological processing" skills

C. In-Service Training
The Resident will be able to:

1. Conduct orientation programs for regular educators
2. Plan, develop and present in-service training modules for regular class teachers' major needs in helping LD students
3. Conduct parent orientation or question and answer sessions

D. Teacher Consulting
The Resident will be able to:

1. Assist regular educators in the implementation of the MDT recommendations or prescriptions
2. Assist in mainstreaming LD students back into the regular classroom
3. Act as a materials and planning consultant for regular educators and administrators

E. Other objectives related to the Resident's specific professional needs.

VII. Professional Commitment and Review Procedures

The policies and procedures outlined in the Wisconsin Improvement Program Guidelines will be follwed in all circumstances.

LEARNING DISABILITIES RESIDENCY PROGRAM
COURSE SEQUENCE

			# of credits
Prerequisites:			
1.	Bachelor's Degree with certifiable major in Special Education, Elementary Education, or Communicative Disorders		
2.	36205/721	The Exceptional Child	(3)
3.	36464/664	Learning and Language Disorders	(3)
4.	36356/556	Introduction to Mental Retardation	
		or	
	36455/655	Introduction to the Emotionally Disturbed	(3)
		SUMMER SESSION	
5.	36774	Diagnosis of Learning Disabilities	(3)
6.	36779	Remediation of Learning Disabilities	(3)
*7.	36680	Speech and Language Development in the Child	(3)
			(15-18)
		FALL SEMESTER	
8.	36690	Workshop in Clinical Teaching of the Learning Disabled	(3)
**9.	36725	Fieldwork with Exceptional Children-Learning Disabilities	(3)
		SPRING SEMESTER	
10.	36781	Practicum in Learning Disabilities	(6)
			(27-30)

Completion of this phase will provide full certification in Learning Disabilities

Additional Courses Needed for a Master of Science in Education Learning Disabilities

33740	Seminar in Techniques of Education Research	(3)
34766	Corrective Reading	
	or	
34767	Diagnosis of Reading Difficulties	(3)
36556	Introduction to Mental Retardation	
	or	
36655	Introduction to the Emotionally Disturbed	(3)
		(9)

POSSIBLE ELECTIVES

36755	Techniques of Emotionally Disturbed	(3)
	or	
88644	Behavior Modification	(3)
	or	
33675	Understanding & Dealing with Problems in Classroom Behavior	(3)
94670	Diagnostic Methods in Communicative Disorders	(3)
94688	Neurological Disorders of Speech and Language I	(3)
	or	
94689	Neurological Disorders of Speech and Language II	(3)
36772	Seminar: Curricular Developments in Facilitative Education	(3)

* Required for certification. If schedule conflicts exist, this course may be taken at other times upon the approval of the Department Chairman.

** Optional course for students to receive 6 credits during residence semester for students who have completed Language course.